Introductory
Lecture
for 1818 —
By
James Rush.

Gentlemen.

It is the [redacted] boast of modern sciences, that the fruitless efforts of speculation have given place to the productive labours of observation and experiment. — That the business of philosophers has been turned from the exercise of thought alone, to the combined and efficient exertion of thought and action. — and ~~that~~ instead of leading off science to the investigation of causes [redacted] either inscrutable in their nature or useless in possession, they have brought her home to the business and bosoms of men. — There are many analogies between the character and conduct of ~~the~~ an individual ~~of the race~~, and the collected mass of mankind. — Nor is the resemblance in any point more strikingly exhibited than in the intellectual progress of the individual thro' the limited term of his years, and of ~~the~~ nations thro' the successive periods of their duration

It would appear as the world increased in age, it acquired the modes and habits of thinking developed through the progressive years of man. The earliest period of Philosophy like the intellectual exertions of youth is characterized by a love of enquiry into the prodigious and rare phenomena of nature. by the excessive use of hypotheses in investigation. by a hasty anticipation of truths discoverable only by patient industry, and by the vain employment of research having no object but the labour of its prosecution, and leading no useful purpose of human life. The early age of science is further instituted of the mere and thoughtless sight that discriminates between the objects to be pursued with the certainty or hope of acquisition, and those truths over which the creator alone must preside in the sublime and eternal solitude of knowledge

with an increase of years Philosophy ~~has~~ ~~[illegible]~~ ~~[illegible]~~ ~~[illegible]~~ ~~by~~ limiting the choice of its pursuits to objects of human attainment, ~~[illegible]~~ has ceased to be co netons of those ultimate and treasured truths, pos sessed and seen by his Maker alone. – It has be come too more cautious in its steps, more wary in its conclusions, more patient in its anticipa tions, and more practical in its labours. – The science of medicine has ~~[illegible]~~ received in a certain degree ~~of~~ the benefits of this older age of philosophy, and the en deavours of Physicians instead of being employed on subjects, ~~[illegible]~~ ~~[illegible]~~ affording no pro fit to labour, ~~[illegible]~~ are devoted to obser vation and experiment on those points that promise success to ~~[illegible]~~ investigation and benefit to the world. It is to be re gretted however that the rule and system of Philosophic industry so profoundly inculcated by Bacon and so clearly

exhibited by Newton and other observers in all the branches of science. It is to be regretted I say these advantages have spread their effects but partially over our profession - The method of observation and induction and efficient practical views in science have been adopted by the enlightened and philosophic physician, in all parts of the world - But Medicine cannot yet boast of the severe and rigid execution of the logical laws of that system, which in some other of the sciences has produced such a rich reward of truth. - and tho' a considerable addition to knowledge has been the result of inductive reasoning in medicine - There still exists a flagrant and mortifying defect in the means employed in some of its branches, to communicate that knowledge to others - The students of most medical institutions

science thus instruction on practical subjects without assistance from the visible or palpable demonstration, contemplated in the duties of a practical chair. There is a branch in all medical colleges called the practice of medicine, but instruction in this department without the administration of its rules leaves no precise comprehension or durable impression on the mind of the pupil. There are some branches of a medical education properly called demonstratives, as Anatomy Chemistry and certain parts of Surgery. But rejecting the confusing influence of scholastic divisions, and attending to the philosophic scrutiny to the nature of the things themselves, we will find

~~Bots~~ a properly conducted practical course is strictly as much a demonstrative branch as ~~[illegible]~~ those above mentioned. — The description of a symptom requires its perceptible exhibition, equally with the attachments of a muscle, the properties of an alkali, and the shape of a gorget. — And the history of the Modus operandi of a medicine, ~~[illegible]~~ to be completely understood, calls for the sensible display of its effects on the patient, as certainly as a discourse on chemical affinities requires the exhibition of salts in a retort, or of gases under a receiver. — Is however the usual mode of College instruction, merely to describe the phenomena of diseases and the manner of curing them, ~~[illegible]~~ leaving the visible demonstration of these things to be first displayed in the enquiries and observations of the students future practice. — What would be the sum of instruction even in the accurate science of mathematics, ~~if [illegible]~~ were

~~was~~ it conducted in this way? and how could the successive steps of the teacher be comprehensible by the pupil? Try to instruct a scholar, and you will find the loss of your labours - by aiming to prove to him the plainest theorem of Euclid or to work before him the simplest problem of arithmetic without the visible use of the mathematics or numbers embraced by them, Receive it at present, gentlemen, from my persuasion, for you will believe it hereafter ~~from~~ on the conviction of a tedious experience, that instruction in the practice of medicine, demands the presence of a patient, as much as those other sciences require the use of the diagram and the slate. - It is not because the illustrations of chemistry consist of the splendour of flame, and of harlequin ~~[illegible]~~ changes of colour, that they are exhibited to cheat a student of time or

beguile him of an irksome hour of verbal description. - Yes because the senses receive ~~and communicate~~ a force of impression ~~and certainty~~ in physical instruction, ~~that can~~ never ~~be accomplished~~ effected by the capricious attempts of the imagination to embody the ideas of written or oral ~~description~~ discourse. - The symptoms of disease are visible or tangible things, and ~~consequently~~ for their full comprehension require ~~display~~ and ~~a~~ actual exhibitions as much as any of the objects ~~that~~ ~~[illegible]~~ mentioned, and without ~~that~~ this exhibition, the attempted instruction is as vain as Chemistry ~~without~~ without experiments, or Surgery without operations. - I have said ~~that~~ the mode of our practical instruction is too general ~~and~~ and abstract, and ~~consequently~~ destitute of those defined and palpable images that constitute the efficient means for ~~the~~ communicating ~~of~~ knowledge

The practical ~~of medical~~ schools do not
the chairs ~~[illegible]~~ ~~[illegible]~~
exercise the functions implied by their
~~[illegible]~~ little ~~[illegible]~~ and ~~[illegible]~~, May it not be asserted
~~[illegible]~~ the term practical lecture is altogether a contradiction in terms, for surely that cannot properly be called practical which ascribes only the thing to be done without exhibiting the least portion of its accomplishment. – It is the enunciation of the terms of a problem and the statement of its formula, without effecting the least part of its solution. – Let us illustrate the defects of the collegiate mode by showing its applications to some other art equally practical with medicine. – Imagine you had applied to a teacher of music, and ~~[illegible]~~ he commenced your instruction and endeavoured to make you a performer by reading ~~you~~ a lecture on the ~~[illegible]~~ length and thickness of musical chords, ~~[illegible]~~ and the relations of

~~[illegible]~~ sound that constitute ~~as~~ the range of unisons and discords, ~~the~~ Suppose he further ~~[illegible]~~ the parts of the instrument, ~~[illegible]~~ the manner of placing ~~you should place~~, and the succession of moving ~~which you should move~~ your fingers - This would be ~~to~~ employing the same made as the teacher of medicine who merely ~~tells~~ telling ~~to~~ you ~~[illegible]~~ of the different states of the morbid pulse - of the ~~[illegible]~~ appearances of the blood, ~~of~~ the tongue, ~~of~~ the countenance, ~~of the condition of the eyes~~ ~~[illegible]~~ the apices and the skin. - But suppose the musician instead of this vain and fluttering instruction, which could scarcely be understood, and certainly would not be retained, suppose I say he should exhibit before you the actual performance ~~of~~ the instrument, and putting one into your hand hand ~~[illegible]~~ direct you in the successive steps of the process - thus combining in one momentary assemblage his precept and example and your own

improving trial. — Such an instructor would resemble the physician who ~~takes his position~~ at the bed side of the patient, ~~and the~~ points out ~~the visible tangible and audible~~ the symptoms of disease; And by occasionally calling on his pupils ~~to give~~ ~~constitutional and urging~~ ~~as to give a decision~~ decide upon them ~~the symptoms~~ & exciting an interest in his mind and imposes ~~a responsibility and to impose a~~ responsibility on his opinions, ~~that under~~ ~~cite an interest which could never be~~ never effected by verbal descriptions alone. — ~~Such a~~ This process would make a physician as the other would make a musical performer. — The common ~~practice~~ mode of lecturing ~~practice~~ to a class has I fear brought the teacher under the conviction of that hard hearted sin ~~on a~~ the student ~~to~~ that state of starving misery of asking for bread and receiving a stone. — It does not require long hesitation ~~of reflection~~ to decide whether this whole

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sale dealing out of medical instructions contain in its operations, greater pecuniary interest to one, or the higher benefits of instruction to the lunatics. — There may be and no doubt there is a self complacent ~~mind~~ ~~of~~ calculations in a medical teacher in casting his eye ~~[illegible]~~ on the multitude ~~[illegible]~~ high. — But with ~~[illegible]~~ the present mode of practical instructions, it may be said of them as Milton has said in censure of a negligent pastor, "the hungry flock look up but are not fed." — From this censure ~~which if any [illegible]~~ ~~[illegible]~~ I feel pleasure in accepting one instance of a German school — in which the means and end of ~~practical~~ instruction seem to have been fully understood and its ~~objects~~ designs successfully accomplished — here often the proper course of

instruction it is made an essential qualification for a degree, that the candidate should in the public hospitals and in the presence of the professors go through the form of enquiry into the disease of the patient, the discrimination and treatment of his symptoms, [redacted], and in short through the detail of all the circumstances ~~of thought or practice~~ [redacted] involved in the practical duties of a physician — With a wise consistency they make [redacted] their examination on a practical branch, by obliging ~~to the only practical manner of~~ the student to ~~[redacted]~~ prescribe for the patient — the only test of his [redacted] ability to exercise his profession — a young man taught in this manner and licensed by such an institution is a gift to the world — whilst he who graduates on the famoused abundance of his masters words, and the strength of his own retentive memory is too frequently

for the first years of his life the scorn of those who do not employ him - and the fatal cause of injury to those who unadvisedly rely upon his skill - Why is a young physician so generally and indeed justly considered deficient in skile, and constantly shun'd as ignorant of his art? whilst a young handsman is often prefered for his activity and skile in workmanship - It may be said there is a wide difference between the objects and efforts of a liberal and a mechanics art. There is I confess some difference in the nature and variety of these different pursuits, when we look to the higher accomplishments of the liberal profession - but with reference to much of that daily duty most interesting to the community and which from the frequency of its repetition becomes almost as simple in its nature as a mechanical exercise, &c

reference to this, a very limited difference will be found ~~to~~ existing between the mechanic and a physician, and in its utmost extent ~~to~~ bearing no ~~[illegible]~~ ~~of~~ proportion to the difference ~~which is found~~ exhibited in their qualifications on ~~[illegible]~~ entering the world. — The young mechanic is mostly possessed of all the knowledge and manual skill of his master — whilst the young physician, having perhaps never seen the practical display of his masters knowledge and skill, may be part from his pretended tuition with very justifiable doubts of his possessing either. — There is no mysterious cause of difference in the acquirements and capabilities of these ~~to~~ persons. The mechanic is taught his art practically by precept and example and exercise, — the physician is taught theoretically ~~or in other words~~ ~~by studying books and indeed~~ by listening to the mere precepts of his master —

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It may be considered as a happy condition of the arts and trades - that their followers have never introduced the use of the pen and proficiency into their schools of instruction. with the use of writing among them, ambition and avarice would long have introduced the same mode of practical teaching in their occupations, adopted in scientific instruction; from the influence of motives not very dissimilar — Every one is so used to seeing the little medical knowledge he acquires, by mere descriptive diction, that familiarity has blinded the perception of its defects, State the question may be asserted, that the visible or experimental mode if I may so term it, of teaching medicine, is as essential to the the student, as manual operation is to the mechanic - and without it young physicians as a class must continue to see cine that charge of ignorance, which is

[illegible]

That dissolved the union between verbal in-
struction, and demonstration, and if
you will pardon my degrading
but illustrative metaphor it
was a divorce — a union ordain-
ed by truth and usefulness, never
to be kept asunder, that

never made upon the mechanic except thro' the accasional aspects of individual authors. It was a sad day for medicine when ~~the text book in station and demonstration [illegible] for each other~~; ~~[illegible]~~ the Lab bastardized all the instruction ~~[illegible]~~ since sprung from it in nearly all the colleges and universities of the world.— It was in consequence of the failure of this mode of conveying medical knowledge and the confession of its insufficiency that an attempt was made to remedy the imperfection, and Clinical lectures were instituted to supply the want of demonstration in the practical chairs — By the term Clinical lectures is meant the actually detailed application of ~~its~~ the ~~[illegible]~~ principles of medicine in all their various bearings, to the real state of disease, as obvious at the bed side of the patient, The establishment

V. When the number of pupils is great —

of these lectures was a wise and important step of improvement and from their short but essential instruction, more improvement knowledge has been received than from the lengthened harangues of mere professorial discourse, unaccompanied by their clear and illustrative light. — An intimation is conveyed in the term Clinical lecture that the ~~usual instruction~~ discourse should be given actually at the bed side of the patient, and in truth this would be the best and the only way to convey complete instruction. But there are some reasons that make it ~~[illegible]~~ convenient ~~[illegible]~~ to give the lecture in part at an other time and place. — The symptoms of disease may be divided into those ~~[illegible]~~ seen or felt or heard by the physician, and those ~~[illegible]~~ known from the feelings and description of the patient himself. To the first belong the pulse, skin countenance excretions and voice. To the last are included, pain and its varieties

together with the symptoms, that have previously occurred and all other sensations of the patient. The first must be seen by the pupils or they cannot be comprehended or remembered. When these symptoms are demonstrated and known, there is much reasoning on their causes and connections - and something on the use and operation of remedies, that may be satisfactorily communicated remote from the patient. There are also many remarks to be offered in the course of the treatment, on the present state of the case, or on its cause, which it would be indelicate or injurious or cruel to make in the presence of a patient. That plan of Clinical instruction therefore, which consists in the exhibition of symptoms to the student, and a subsequent discourse on the objects there pointed out, fulfils the design of their institutions. - The system just described is the best when

[redacted] devised for instructing at the same time a large class of pupils - But [redacted] where the number is small, the most effectual plan of practical instruction, would be [redacted] for a physician [redacted] to admit a limited number of private pupils to his practice, and [redacted] to oblige them not only to observe the example of enquiry and prescription set before them, but [redacted] to impress it more forcibly on their understandings by [redacted] subjecting them [redacted] occasionally [redacted] to the responsibility of [redacted] prescribing for the patient - This mode seemed be the best plan of clinical instruction. and although [redacted] it could not be effected [redacted] on the extended view here suggested, [redacted] still there are no other reasons than indolence or neglect, [redacted] to prevent its [redacted] execution in a [redacted] more liberal and useful manner than [redacted] is [redacted] pursued by those who

undertake to instruct private pupils in the practice of medicine - It is usually answered, by those who are more ready in their apologies for neglect, than active in their schemes of duty, that it is difficult is not impossible to gain admittance for the pupil to the chamber of the patient. There may be many females and some fastidious men to whom this practice would be offensive - But for the purposes of teaching a moderate number of students there would still remain in the practice of every physician many who would willingly and often thankfully receive the visits of a pupil - It may be further said when a physician has gained that station in his profession at which he is generally called upon to receive private pupils - his business consists of patients of that class

-ted class of society which would not bear the imposition of the practice. - If this reason be solid it certainly is only in cities of the first magnitude as London or Paris where the noble and the wealthy form so numerous a class that they alone can employ and support the physician, whilst he who relies on the limited aristocracy of minor communities, may indeed keep up his fashion, but the small number of his patients will certainly subject him to the risque of losing both his support and his knowledge. - There is such an extended advantage in a practice including even the poor, that the intelligent physician who carents his mind as well as his purse, will often find himself paid than the records of his fees may exhibit. - But omitting the difficulty of obtaining this facility for the practical instruction of students, it is still the duty of all professional teachers to aim at its accom=

establishment, and the leaders of our profession whose views are extended and wise and useful and who are not governed by the narrow and sordid principles of common life, might easily procure its admission to the minds of the community - The first view of all the arts of life is repugnant to the feelings and reason of a savage, but the gradual and overpowering influence of genius and industry have at last converted this pertinacity to the more manageable docility of civilization - and the civilized society which still retains traces of the barbarian hesitation at adopting both truth and improvement - may be brought by the same exertion of genius and industry, to tolerate feelings and conduct which at first were opposed by the powerful combination of pride and prejudice and reason. - There is a base and stupid sentiment sometimes uttered by a clap of men who have no motives of action but those of avarice and

v. and adhered by those only who can not rise above any thing ~~that~~ around them.

selfengagement - and who either deny or defer that debt of obligation to society and posterity which the good and the great are ever ready to acknowledge and discharge - that "he is a fool who is a wiser than the age he lives in." - a sentiment, as degrading from its want of ambition as it is cowardly in its fear of enterprise. - To such men the world owes nothing but contempt for their timorous prudence, and detestation of their selfish examples. - When such men sieze upon the high places of the world they subject the present time to taxation without regard and leave posterity to complain over all the coils of their usurpation. - The wise and elevated benefactors, of mankind of all ages, in their dealings with the world, have established a system of exchange with this made of negociation, that the bills drawn by the present time, for value recieved in favour of our ancestors, shall be a discharge to, and transfer, munificent

be made payable to posterity. – I hope gentlemen the spirit of enterprise which so strongly characterizes the ~~[illegible]~~ industry of the American seaman and artist and merchant may not be wanting to the labourers in science, and that taking example by the adventurous settlers and founders of the west who are adding resources and happiness to our country, by their running out the in advance of its population ~~[illegible]~~ – our philosophers may be found by their industry and independance, advancing before their age by the improvement and instruction they shed upon it. The man who is contented to moor his character in society on the ground that is below him, may be secure but he will be stationary, whilst he who in the prospective hope of advancement carries out his anchor ahead of his time and station

may with an equal security, if I may ~~carry~~ extend my metaphor, warp himself into present usefulness and fame, and the grateful applause of posterity. — If then reason or truth point out the general benefit of an alteration or improvement ~~[illegible]~~, it is only the fulfilment of a ~~[illegible]~~ social and obligatory duty ~~[illegible]~~ to labour ~~[illegible]~~ for its adoption. There are many ways of ~~[illegible]~~ introducing a pupil to the chamber of the sick, and reconciling him to the visits of a young man. I knew a late physician in this city who ~~[illegible]~~ was ~~[illegible]~~ scrupulous ~~[illegible]~~ in taking pupils whom he could only instruct by his library or conversation, who ~~[illegible]~~ ~~[illegible]~~, ~~[illegible]~~ frequently ~~[illegible]~~ sent a pupil with a ~~[illegible]~~ prescription, or merely to enquire into the state of the patient. — The appearance of a young man three or four

times at the door, the solicitude of his enquiry, the very familiarity with his face, for you know there are often such influences, I seldom fail to create a kind of obligation among the members of a family and to beget a confidence. That where there was no peculiar obstacle, often procured him admission to the chamber of the patient. In the same unobtrusive manner I have known him send a student to sit up at night with a patient, or to watch the operation of an emetic, or to dress a blister, or to bleed the patient, or to direct by the pulse the quantity of blood to be taken by a bleeder. By the attention, or knowledge displayed in the performance of these duties, a feeling and reliance were frequently created that after manas procured a welcome admission. Some of the warmest and most lasting

attachments of life, I have known, have
resignated in these early occasions - and
there are physicians to be found every where
whose establishment and future fortunes in
life have been derived from the
obligation their preceptors felt to give them the opportunities of practical instruction politely - there are numberless
persuasive means to induce
for the accomplishment
of this object, and the omission of these means
can only proceed from their being
his solicitude for the
improvement of pupils than for their fees and
number. - The compact be-
tween teacher and student, consists of
the mutual obligations of pecuniary
contribution on one part and of practical instruction on the other - It is

not the contract to furnish him with an office or with fire, nor does he pay him for mere conversation. — The benefit from all these he could have in his own chamber and from books, with much more comfort and at much less cost. Medicine is taught ~~not so much by the ears as by the eyes and fingers~~ by all the senses not alone by the eyes and ears — words are as meagre a coloring for new and visible ideas, as Celsus has aptly they are for the cure of diseases - when in that sarcastic aphorism pointed at some of the shallow medical teachers of Rome, he says, "Diseases are not cured by rhetoric but by remedies." —

But even allowing the knowledge of symptoms ~~could be communicated~~ to be incommunicable by words alone, still there is much more to be learned by a physician, if he would

afford most benefit to others, gain most credit to himself and give most elevation to his profession. Perhaps there is no calling of life which requires a more frequent application of those principles of conduct and manners necessary in social intercourse, than the practice of medicine. whilst there are some forms and rules arising directly from its peculiarities, and which must be learned in the school of practice alone. The physician's daily duty calls him into situations producing a contact with every form of opinion and feeling. The wise and ignorant, the refined and the vulgar, poverty and wealth, variety of age, sex and temper, in rapid and endless succession, making extraordinary and different demands

upon him, and calling for a distinct play at all the acts of prudence and reflection, of caution and of kindness, of forbearance and resolution. — There is besides a mode of business in medicine as in every other pursuit, to be learned only by the imitation of a master, and by the tedious drill of practice. — Can these things be taught by books or lectures or conversation? — Practical execution is essential to the acquisition of all knowledge, from the efforts of infant speech, to the high and commanding powers of the general and statesman. —

The views just laid before you have urged me to aim at adding something to the medical instruction of the winter, by giving, a course of clinical

lectures in the Philadelphia alms house. - Since the death of the late Dr. Rush who held the clinical chair in the University, there has been no instruction given in this department in this city - and tho' we have two extensive hospitals, ~~in this city~~ offering every facility for the purpose, still the want of it has continued to be felt by each succeeding class of students -

A public hospital is the only place where clinical lectures can be delivered to a class. - for here a ready access can be obtained for the students - The patients are of a class that both asks and receives less ceremony than would be necessary in private practice, ~~&~~ there are more frequent opportunities of inspecting the bodies of the dead. - The use of ~~old~~ common but powerful and disagreeable remedies, ~~or~~ or the ~~adoption~~ introduction of new ones - is ~~to~~ rarely approved by the

v. They may not on the skill and decision of an experienced physician make a demand greater

caprices of the patient or the prejudices of friends. – It is in hospitals ~~too~~ the most abundant means are afforded of studying the nature and cause of chronic and incurable diseases – in an acquaintance with which the student is more generally deficient than with the acute – and which ~~cannot~~ ~~They may not make~~ the ~~inexperienced physician, they~~ ~~acquaint~~ ~~make a greater demand on his skill~~ ~~and decision~~ than those of a short duration yet ~~they~~ certainly create on the public, a stronger and more lasting impression of his foresight and judgement –

But there are further some disadvantages in hospital practice of which it may be necessary to apprize you – There you rarely meet with diseases in their forming state or in their first stage. You cannot always learn the account of their previous treatment

if they have been attended by other physicians, you see few children in hospitals - you have fixed diseases, and a class of patients in whom there is not the strictest regard to veracity, you scarcely ever see epidemics - you rarely visit a patient more than once a day, and in some hospitals only twice or thrice a week; seldom finds good nursing or that attention to the sick affording the best insurance to their treatment. -

The course of clinical lectures I propose to deliver shall be conducted as follows, but first I beg it to be plainly understood, that I shall do it as presiding physician of the Alms house, part of whose duty it is to instruct the students who attend him

and consequently that a ticket of ad=
mission to the practice of the house, will
be the admission ticket to them, and for
which no additional charge will be
made – I shall be satisfied with your
approbation, for I believe gentlemen that
there are in our profession other ways ~~in our profession be~~
than the way of medicine, ~~and that among~~
~~from practice for have travelled to this~~
The lectures will be delivered twice a week
on the afternoon or evening of the preceding
days. – From among the patients of the
house I will select, and report upon those
that seem best calculated to exhibit ~~and~~
~~illustrate~~ the phenomena ~~phenomena~~ of ~~the~~ diseases
and the operation of remedies. These re=
ports will be accompanied with ~~these~~ the
physiological and pathological re=
marks ~~necessary to~~ necessary for the ex

planation of symptoms and modes of cure. – More than common attention will be given to the subject of the pulse, and the knowledge of it taught not by description alone but in a palpable mode by the wrist of the patient – I hope too on this subject to offer ~~[illegible]~~ some new observations on the healthy and morbid functions of the circulation. – After the report on the selected cases ~~[illegible]~~, I will each evening give a connected lecture on some one of the diseases ~~[illegible]~~ of previously considered ~~[illegible]~~, ~~[illegible]~~ thus adding a more general and systematic view of the subject, ~~[illegible]~~ to the particular and ~~[illegible]~~ desultory remarks ~~[illegible]~~ of the Clinical report. –

In the execution of my duty I shall be attentive to share the benefits with you – but

The Maxim of —

v. "He that ~~distributeth~~ scattereth increaseth" is not more true in the ~~[illegible]~~ cultivation of the soil than he does in the distributions of instruction —

v. The medical character of our city, it is the duty of every member of the profession to forget the envious scandal

I scarcely dare to ~~hope~~ pronounce ~~that~~ your advantage will be equal to mine – ~~[illegible]~~ ~~[illegible]~~ ~~[illegible]~~ ~~in the office of the~~ ~~[illegible]~~ – Here is a search of mind in a zealous endeavour to convey instruction that doubles the object of its pursuit. – Nor am I without the desire ~~of add~~ to add something however small to the accumulated mass of medical knowledge, ~~of our city~~, created by the labours of the past and present leaders of instruction in Philadelphia ~~here~~, – we ~~were~~ have been told ~~but yesterday~~ of the falling off of ~~[illegible]~~ ~~[illegible]~~ in the fulness of ambitious exertion — Our ~~re~~ teachers of the last epoch, of whom there still re

This was the last introducing lecture I delivered — The talented class I ever could collect was by degrees so far diminished, through the influence of the University of Pennsylvania, and its magnificent, that my efforts were this year altogether broken down — whether by the power of their wealth and numbers, or by their overwhelming intelligence, I leave to after times to decide — SR.

mains a useful an honorable and a powerful relict, have intrusted to their care upon in this city a rich talent of medical knowledge and fame — Praise and reward be to his faithfulness who shall increase it with interest! Let him be accused as unworthy his trust who shall merely wrap it in the napkin! — But woe to him who suffers one atom of rust to lie upon it. — — — —

James Rush

Philadelphia
October 1818.